

JUN 6 1950

CAMPING

M A G A Z I N E

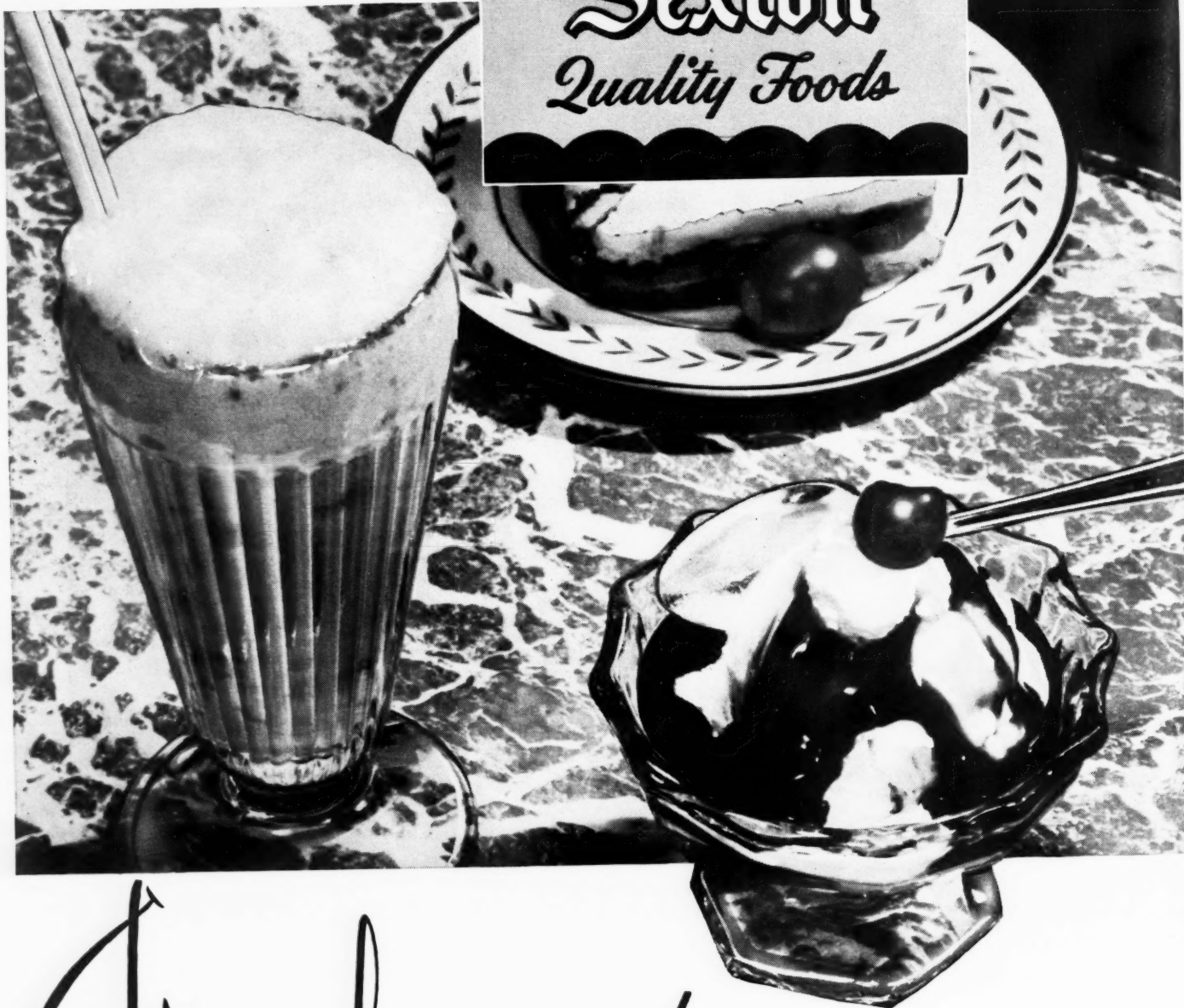
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OFFICIAL PUBLICATION — AMERICAN CAMPING ASSOCIATION



A Philosophy of Camping
Crafts • Nature • Food • Overnight Flakes

June, 1950



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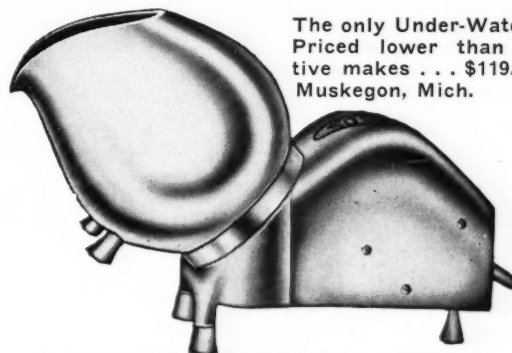
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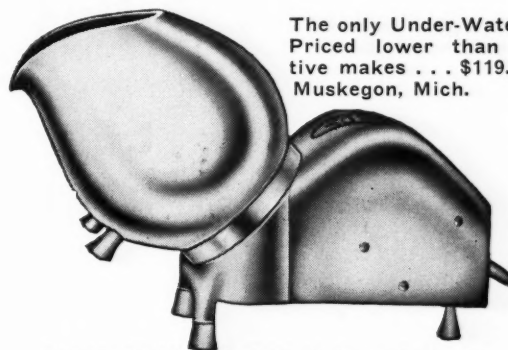
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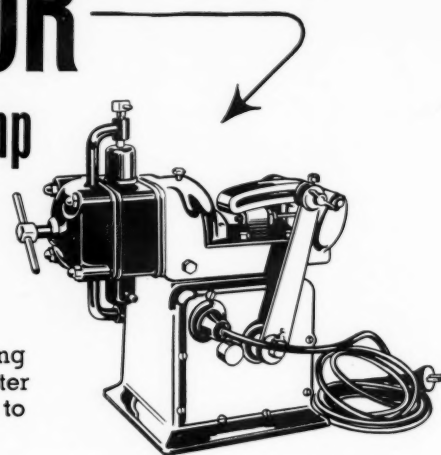
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A Philosophy of Camping

By Harry E. Brown

Director, Brown Ledge Camp, Mallett's Bay, Vt.

IN ORDER TO insure long life to camping it seems wise for us all to examine and state the philosophy under which we operate, and to re-examine and restate it until we ourselves are satisfied that it truly reflects the importance of what we are doing with the lives of the children in our care. In the long run camping will succeed in holding its significant place in the educational process only so far as the basic philosophies of camp directors are sound.

The statement of a philosophy is more than a statement of objectives. Most camps have commonly held objectives. Certainly there are few directors who would not claim to have as goals improved health, happiness, skills, social adjustment, and a widened horizon of interests based on a life close to nature, out-of-doors. The difference comes in the approach to these objectives. The approach is as different as are the varying philosophies of those in charge.

Those of us who direct camps, and particularly those whose campers remain for the full season, are in a peculiarly strategic position to exert a definite influence on the lives of children. In effect we set up and administer all the affairs of a community planned exclusively for them. Every detail of life in that community, from the safeguarding of health to all laws regulating conduct and on up to setting the spiritual tone of the group is in our hands — 24 hours a day, seven days in the week. Whether we are prepared

to accept the responsibility or not, we are by the very nature of the situation bound to create attitudes and patterns of thought on the part of our campers.

Thus it becomes imperative that we, as directors, examine our own habits of thought, our understanding of the general principles governing human relationships, and our fundamental beliefs to see if these form a pattern into which we can with wisdom fit all the little day-to-day decisions that go to make up our camp policy. Only thus can we be sure we are acting consistently and with the maximum effort on the growth and development of those who have been placed in our care.

It is obvious that in an article such as this it is impossible to develop anything approaching a complete philosophy. However it may be worth while to point out a basic conflict in the thinking of those who have to do with the shaping of man's destiny in our time and to show in what ways this conflict affects the manner in which we operate our camps. It is the author's purpose to select this one general principle governing human relationships and follow it through its application in a particular camp. If such a procedure stimulates our thinking and provokes discussion about our attitudes toward camping, it will have served its purpose.

The big issue up for decision in the world is whether or not free men can prove themselves capable of the degree of voluntary self-control necessary to the survival of freedom. There is an alarming trend everywhere evidenced

by many who seem willing to give up individual responsibility of thought and action in favor of the fancied security promised them by those who have assumed leadership. This trend is not confined to any one section of the globe. There is a fundamental cleavage everywhere between those who believe in the essential dignity and high destiny of man as an individual, free to choose for himself, and those who have written off the individual as unable to learn to think, reason, and act in his own best interests except as he allows his actions to be determined and enforced by those at the top. Thus, at the outset we are faced with a choice between those two beliefs.

It should be clear from the approach made above that the author of this article takes the position that the average person *has* aspirations to improve his position in relation to other human beings; that he *is* capable of learning to take responsibility for his acts, and of making judgments both in his own best interests and in the best interests of the group with which he is associated. Thus the general principle governing human relationships to which I subscribe may be stated as follows: *In any social group, the more individuals there are who have gained experience under freedom in assuming responsibility for their own behavior, the "better" the group will be.* This is the road along which civilization must go if it is to maintain its forward momentum.

Since the beginning of time man has strained his inadequate but increasing



Most important is to learn how to make choices that will work out right

mental powers to prove himself superior to the animals, not dependent like the tiger or the ant on instincts, but capable through conscious control of his own behavior of becoming master of his destiny. Not endowed with the physical strength nor the capacity to reproduce himself in numbers as are other living things, he found himself alone of all the others possessed of reason, the ability to put together facts he had observed and make of them a pattern he could follow and predict and try in some other form. Through centuries of effort and of trial and error he has slowly learned what little he now knows of controlled behavior. The fact that it is not yet enough is plainly evidenced by the mounting crises of our day. Having conquered nature, we have now to learn about ourselves.

We come then to the application of these thoughts to camping. The question is, how can we best help campers gain experience in assuming responsibility for their own behavior? How important is "freedom" to this? And what do we mean, exactly, by the term "freedom" in camping?

Up to this point we have been speaking of the common man and his ability to assume responsibility. Now we are thinking of a particular segment of mankind in an age-group, roughly, seven to 17. The question will immediately arise, is there an age below which the individual cannot begin to learn to be responsible for his own acts? I take the position that there is no such age limit; that it is only a question of de-

gree, and that in fact the younger a child is the more important it is to give him the right start in self-control. We are going on the assumption that children must be encouraged to think for themselves and to choose between one act and another as soon as they can think at all. However, in order to avoid as far as possible the question of degree, to simplify the argument, we will consider here only children in the age-group from 10 to 17. This is the group with which the author has had the most experience and the group in which the principles here stated have been used for 23 consecutive years.

Granting the original premise that it is our job to furnish campers the opportunity to gain experience under freedom in assuming responsibility, certain other principles then follow logically. In the first place, *any quality we may wish to see developed does so develop only by reason of repeated acts or experiences.* No thought, no resolution, no lifting of the spirit has value until it is translated into action. Therefore we must furnish every possible opportunity for campers to practice taking responsibility, making judgments, choosing between one method of behavior and another, deciding for themselves in all areas in which safety and essential welfare of the group permit.

It is true that this last clause about safety and essential welfare furnishes a wide scope of disagreement among camp directors. However, it may be sufficient to state a further principle here: *the more opportunities we can*

give for exercising judgment the better, or conversely, the narrower we can make the area that is restricted the better. This, of course, implies a well chosen camp site which by its nature reduces hazards to a minimum. The principle itself implies that we will free campers from regimentation, indoctrination, and all the things that stifle the freedom of the individual to act for himself in the common good.

Even though an individual may fail in the good thing he is trying to do, the good society will let him try. This is another principle that must guide us. It serves to lead toward an answer to the question, what is meant by "freedom" in camping? We mean the freedom of the camper to try. Try making his own schedules of activities; try making and keeping friendships in quarters free of counselor influence; try keeping these quarters neat enough to live in happily; try taking part in and initiating group activities in which no counselor "carries the ball." Since freedom does not entitle anyone "by right" to an unlimited and inexhaustible amount of error in these "trial runs," it is at this point that the function of leadership needs discussion.

GUIDING VS. FORCING

The trouble with much thinking about leadership in relation to freedom in camping may be, in effect, color-blindness. We often see only the possibility of the black and white extremes of complete freedom to do as one pleases on the one hand and complete submission to authority on the other. It is obvious that if each member of a group did completely as he pleased, there would be no real freedom for anyone. It should be equally obvious that complete submission to authority can only lead to the progressive weakening of the individual and is only truly desired by bullies and dictators. The function of the camp leader must be, first, as to the director, to set up a community in which all can share interests and responsibilities, and exercise cooperative intelligence in meeting all the situations that rise and then to furnish incentives to thought and action leading to the commonly held goals. As to the counselor, his first consideration should be to establish between himself and all others in the camp an inter-confidence based on mutual love, respect, and admiration. His second should be to provide skilled help in any of the camp undertakings in which his assistance is requested by

the campers. A third should be to safeguard the "trial runs" of the campers while allowing them to "carry the ball."

APPLICATION OF PRINCIPLES

We come now to the manner in which all of the foregoing is applied in a particular camp. What follows will be the actual manner in which the writer's principles are presented to the campers at the beginning of each season. Since these are addressed to girls of the ages 10 to 13, the style will be far more personal than the first part of this article. The number in the group addressed will be about 150, of whom approximately 30 are mature counselors. Many of the campers have heard this before and are, fortunately, prepared to interpret it to the fifty-odd who are new.

"This camp was planned and built for you. From today on it is your camp as well as ours. How we all act here will determine how good a place it is. First of all you should know we believe in you and in your ability to get what you want most out of life. We think young people are seldom given credit for being able to decide things for themselves in a way that is best for themselves. Here you can count on having us act as though the best impulses you have are always trying to get to the surface and that you really want to make the best of all the things there are here, with happiness as the main by-product. Our job as directors is to interfere as little as possible with your search for happiness and to help you hunt for it when you ask us to.

"Many people talk a lot about freedom, but not many of them think girls of your age are ready for it. We know from experience here that people like you can be trusted with the right to make most of your day-to-day decisions for yourselves. We think the most important thing that can happen to anyone is to learn how to make choices that will work out right. You can't learn this without practice, anymore than you can develop your biceps without using them. So we believe in giving you all the practice you can get.

"In making choices when living in a group you, of course, have to consider others. The degree to which you do that will determine how happy all of us will be. At home you may have to consider only two or three others, so here you have a new problem. But if you'll look around you at all these faces, it may not seem too difficult.

"You have already investigated your cabins. They are your homes for the summer. You have to decide how to share the space and the work with your four companions, whether to re-name the cabin, or to fix it up in some fancy way, and how to make it a pleasant place in which to be. The whole problem is yours, not a counselor's. One is assigned to you in case you want her help or advice, but she has problems of her own. She'll be around to say "Good night" and to be friendly, but it isn't up to her to do your thinking or your work

Do You Agree --

with author Harry Brown's philosophy of camping? Do you feel that the ideas he has outlined in this article will result in maximum growth and development of campers?

Or did reading this article fill you with disagreement, create an urge to present your own camping philosophy in rebuttal?

In either case, the Editor will be glad to hear from you for publication in a later issue to the extent that space permits.

Address:

**Editor, Camping Magazine
705 Park Ave. Plainfield, N. J.**

for you. If you wait for her to tell you to put on your rain-coat or dry your hair, you'll most likely get fearfully wet.

"There are hazards everywhere in a camp. Here the ground in the grove is rough and the roots and stones are forever trying to trip you up. You'll learn from them. The boats and horses will teach you many things too. There are only three things about which we have to have regulations. They are in the nature of "ground rules" and are for your safety:

"One, you don't go in or on the water nor to the waterfront area unless there is a counselor on duty there. There is someone there at all normal times, even in the evening.

"Two, you don't go to the stable nor ask for any horse unless there is a counselor on duty.

"Three, you never leave the camp property without permission. You will

find permission easy to get if your reasons are sound.

"You have seen the list of things in which we give instruction. There are 13 of them, including house-keeping! There is a daily schedule for just one of them and that is riding, which gives a kind of backbone around which you can plan your day. As for the rest of the activities, you can for the most part choose what you want to do when you want to do it. This may be hard to believe, for you might think too many people would choose the same thing at the same time. Actually the riding schedule helps control this, for there are always about 25 riding at any one time.

"The water-front activities can take care of as many others as want to come down. If the canoes are filled, you can sail, or if the boats are all out you can swim, or take diving instruction on the raft, or go aquaplaning — and then switch to the boats when they come in. On the way to and from the riding area you may stop off to use the rifles, the bows and arrows, the tennis courts, or go to arts and crafts. The instructors are always there to take care of as many as are likely to come.

No Compulsion

"There is no compulsion about any of the activities. We assume you came here to learn all you can about as many things as hold your interest. Each counselor has special skills and is there to give you all you can take in the way of instruction, but they do not follow you around to see that you take it. How do we know whether you are doing too much or too little? Well, we think for the most part you will adjust that to your own best advantage. The biggest help is your own desire to show results. The big chart on the office porch records the degree of improvement you have made each week in the things you have done. If you haven't done anything much it will show there. Very few people are happy doing nothing, especially when their companions are as busy as they always are here. The chart and the counselors and our own observation will tell us whether you are doing too much.

"Mostly we depend on you — and the results over a period of years show that the plan really works. As the summer goes on all of these things will be clearer to you. You will find yourselves becoming an important part of all that goes on, and all you see around you will become a part of you."

**You can combine fun and learning
in crafts and nature, with this**

Camp Telescope Project

By Frank A. Myers

Junior Astronomy Club, Cleveland Museum of Natural History

HAVE YOU EVER considered making simple telescopes as a camp handicraft program?

Summer camp is an excellent place to study the stars. There is no dust, smoke, nor glare from street lights to interfere as there is in the city. Most camp directors agree that a handicraft project arouses more interest if you can use at camp what you make. When a camper finishes his beginner's telescope he can start to explore the heavens the next clear night. In addition to the fun of making a telescope, he has the thrill of using it as he discovers for himself the wonders of the heavens.

Do you remember the thrill you got the first time you saw the craters on the moon — or the four moons of Jupiter? Lots of youngsters have never had this experience, because a personal telescope is usually beyond a camper's budget. Perhaps your camp is fortunate enough to own a good telescope. Even so, only one camper can look through the telescope at a time.

Yet it is possible for a camper to assemble and own his own personal telescope for a cost of less than three dollars. In organizing telescope making as a group handicraft project, we set up the following five goals for our "beginner's telescope:"

1—*Design* must be simple and require mostly assembly operations. There are three lenses in the telescope, plus 17 parts in our kit. The sliding tubes are made of paper mailing tubes. The ends are reinforced inside and out with aluminum tubing. The spacer tubes and glare stops are made from war-surplus plastic tubing. The eyepiece is turned from scrap wood dowels. There are no threaded parts — everything is assembled as a push or slide fit. If parts are too loose they are fitted by wrapping with gummed paper tape. The outside tube is covered with water-resistant

book cloth, and the metal end rings are polished, giving a neat appearance.

2—*Time* required for completion should not be over three or four afternoons. We want telescopes completed before our youngsters become discouraged or lose interest. All 331 members of our groups have finished telescopes in three meetings of two and a half hours each.

3—*Manual Skill* should be of the junior-high-school level, tools should be simple, and as much fabrication as possible should be done by the beginner. If a camper knows how to use sandpaper, a knife, a file and a paint brush he can assemble this telescope. Most of the boys and girls in our beginner's telescope classes are age 12-14. About 10 percent of our members are eight to ten. They all finished their telescopes with a little assistance from the instructor.

4—*Instructions* must be simple enough to quickly train instructors to carry on the program as a handicraft activity. To conserve our instructor's time we developed a series of eight visual-aid charts. Before making each telescope part we explain the step-by-step operations. The charts save answering a lot of questions later.

For the use of handicraft groups we have published an instruction "package" which contains the following: (a) set of eight illustrated charts showing how to make, finish, paint and assemble each telescope part; (b) eight-page illustrated instruction manual for groups using only simple hand tools; (c) eight-page illustrated instruction manual for groups using machine tools; (d) reprint of four-page magazine article telling how to operate a beginner's astronomy craft group and where to look for raw materials for telescopes.

The instructional material costs \$1.00; with this information you can make up your own kit of parts just as

we did in the Junior Astronomy Club.

5—*Cost of lenses* and parts must fit a teen-age budget. The set of three "chipped-edge" lenses used in the telescope can be purchased from a war-surplus optical company for 44 cents. The cost of the 17 other telescope parts depends on how much scrap or war-surplus materials you can find; also on how many volunteer workers you can persuade to cut up and prefabricate parts before you turn over the parts to campers for assembly.

The Junior Astronomy Club, however, has made up kits of parts for sale, for those who would rather purchase complete kits ready for assembly. Our club members have cut all the parts to size, and finished all the machine operations in these kits. They are packed ready for assembly.

Individual kits are priced at \$2.50; carton of five kits, \$2.00 per kit; carton of 10 kits, \$1.75 per kit. Kits do not contain lenses; these are available from Edmund Salvage Co., Barrington, N. J., at 44 cents per set.

This telescope is definitely not a toy. It magnifies eight times. The light-gathering lens is one and three-quarter inches in diameter. The image is bright and quite sharp, and as in all astronomical telescopes the image is upside down. With this telescope you can see the craters on the moon, the four moons of Jupiter and many stars and nebulae invisible to the naked eye.

We have found this telescope project an excellent introduction to astronomy, and in a camp setting it can make a most interesting project for combining the use of both handicraft and nature studies.

More information on prices and ordering of kits, manuals and parts may be had by writing to the Junior Astronomy Club, Cleveland Museum of Natural History, 2717 Euclid Ave., Cleveland 15, Ohio.

Food Service Comparison Chart

Aids in analyzing and planning better camp food service

By Harold L. Noakes

Director, New York State Future Farmer Camp

EVER SINCE the establishment of our camp in 1946, improvement of the food service has been one of the basic problems facing the camp board of trustees. On the surface it all looked relatively simple. Simply hire a good cook, supply him with the necessary utensils, equipment and raw materials and you have nothing more to worry about. In our situation it wasn't quite as simple as this.

Our campers are farm boys, 14 to 19 years old, who, along with cameras, fishing tackle and camping gear, bring a highly developed appetite to camp. This enthusiastic acceptance of food plus the high cost of food, on one hand, and a low operating budget on the other, makes necessary the most carefully planned and well managed food service possible.

In view of this problem and in order to help organize our 1950 camp more effectively, a study was made of 40 New York State organization camps by the author during the fall of 1949. The object of this study was to determine how these camps were meeting some of their food-service problems. The summary of the most pertinent results of this study is shown on the following chart.

This chart has been set up in such a way that any camp can be quickly compared with the 40 camps studied. The nine vertical columns represent the averages of nine groups of camps ranging from low to high. Thus the center column, set in bold type, indicates the average of the middle group of camps. The figures shown for each item are independent of those shown for the other items listed. A caution might well be inserted at this point to the effect that these figures are not to be construed as representing standards, but simply as averages of groups of camps.

It will be noted that there are greater differences between the figures in the first and second columns and between

the eighth and ninth columns than between figures in any of the other columns. This is because of the influence of an unusually high or low camp for that particular item. In the future, as more camps are added to the study, these steps will become more uniform.

In using the chart it may be well to keep in mind that the kitchen space referred to is the total kitchen area of the various camps studied. In some instances this area included some storage space. The food production staff men-

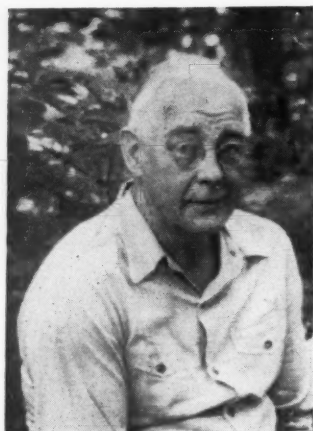
tioned includes only employed dietitians, cooks and cooks' helpers.

To illustrate the use that can be made of the following chart, the figures for your camp can be plotted on it. The profile thus plotted shows the extent to which your camp deviates from the average group of camps studied. Since these figures are averages of representative successful camps, they can be a valuable guide to us in planning for the operation of a larger camp in 1950.

CAMP FOOD SERVICE COMPARISON CHART

To compare your camp with the 40 camps studied, make a pencil dot on each horizontal row of figures at a point which approximates the figure for your camp. By connecting these dots, a comparative profile will be obtained which will show to what extent your camp varies from the average.

Total camper weeks per camp	142	263	338	424	597	705	775	885	2035
Average campers per week	40	65	76	79	97	106	117	138	255
Total counselors	5.0	8	9	12	14	18	21	26	36
Total camp staff	11	16	17	19	23	25	31	36	47
Seating capacity dining hall	72	97	111	121	141	150	161	191	355
Total cu. ft. refrigerator space	17	63	191	267	360	426	524	744	1345
Total hot water storage (gal.)	38.0	57.5	67.5	80.0	122	178	275	343	800
Campers per counselor	3	4	5	6	7	8	9	12	16
Raw food cost per day	.57	.68	.73	.80	.87	.91	.95	1.08	1.29
Kitchen space (sq. ft. per person fed per meal)	2	3	4	4	5	5	6	7	12
Persons fed per meal per member food production staff	19	23	31	34	38	42	49	82	94
Persons fed per meal per cook	38	56	72	80	85	107	131	139	166
Sq. ft. dining hall per person	6.3	8.4	10.0	11.7	13.0	13.8	15.1	18.8	30.5
Cu. ft. refrigerator space per person fed daily	.18	.76	1.62	2.22	2.54	3.22	3.82	4.55	8.00
Hot water storage per person (gal.)	.32	.45	.57	.69	.93	1.30	1.62	2.18	5.75



Cap'n Bill Says - -

Let's Take Camping Back to Nature

By William Gould Vinal

University of Massachusetts

CAMP DIRECTORS have five main opportunities to take camping back to nature. Some "road blocks" will have to be hurdled, it is true, but with moderate imagination and will-power, they are possible to overcome.

First, let's make our camps really camps. There has been too much willingness to call everything a camp that suits our fancy, from a roof garden to a summer hotel. The magic word *camp* originated from the French meaning "plain" or "field." It is the ground on which tents or huts are erected for shelter. This should never be merely an encampment, however, with a "militarized" program, complete with inspection, whistles, etc., where campers figuratively if not literally march in to breakfast, and are dismissed en masse by a bell.

Such a centralized encampment would not find it convenient to go back to nature. But it would not take much imagination to remedy the situation, if the director accepts the definition that camping is simple, enjoyable, cooperative outdoor living.

Second, let's make sure our camp program is not merely a repetition of city experiences. If the program consists primarily of playground activities such as marbles, jungle gyms, sandboxes, setting up drills and baseball, the set-up is more a "gymnasium in the woods" than a camp. You can not only get those advantages on any city playground, but under excellent leadership.

Third, let's make sure we don't cheat our campers out of the opportunity to *camp*. The more favored plan is that the camp leader should not take away from the campers the things that they would profit by it allowed to do them themselves. I refer to building shelters,

raising food, fire making, outdoor cooking, trailing, and in general taking care of oneself in the open. The campers brag most about a three-day wilderness trip, not creamed chicken in a thermos bottle on a picnic.

Fourth, let's cut out reliance on artificial rewards. There are highly successful camp programs where the artificial reward system is not resorted to. Camp directors possess the opportunity to make their camps one place in the world where children can do something for satisfaction.

Fifth, camps have an opportunity to put the United Nations idea into operation on a local home-level. If a camp is a ghetto for the rich, the poor, the Jew, or Gentile, black or white, it is not typically American. To be really American means combining the cultures that made and still make America. Leave one culture out and you are that much poorer. When God's children go together into God's outdoors, unfettered by man-made city factionalism, they are really free.

FIVE BASIC APPROACHES

If you are willing to concede or brush aside the five hurdles, you can take camping back to nature. Here are five basic approaches, specific ways to take camping back to nature.

First, by Orienteering. This outdoor sport, based on the ability to use the topographic map and compass, is basic to finding one's way across-country. The topographic map is the best map we have and yet is scarcely used in schools or camps. The book, "The Sport of Orienteering," is available from Bjorn Kjellstrom, 1811 Indiana Ave., La Porte, Indiana, for \$2.00.

Secondly, a Camp Weather Bureau is a must. The weather forecast determines

whether you go on a trip or not, what you will wear, the kind of food to carry, and whether it is safe to build a fire. Simple instruments can be constructed by campers and the forecast for the day made at the breakfast table. A few successful predictions make it fascinating and errors in judgment bring on plenty of friendly "kidding." There are many fascinating weather secrets to be discovered.

The Scout merit badge pamphlets; "Weather for a Hobby" published by Dodd Mead Co. at \$2.75; "Everyone's Book of the Weather," Macmillan, 90c; and "The Weather," a Penguin Book, 40c are helpful. "Storm," by George R. Stewart is an excellent campfire story.

Third, camp gardening is another fundamental opportunity. Even if the camper just raises radishes and lettuce, he will conceive the rudiments of gardening. The camping season should be long enough to allow the children to observe the transition from seed to flowers for beauty or seed to vegetables for food. To toil with one's hands is muscle work, to raise good crops successfully is character training, and to eat fresh vegetables is an experience in health. If you are a subject-centered camp director, can you find better arithmetic?

Fourth, Maine Junior Guide or other similar programs can be used. When asked whether they would prefer a sports or Maine Guide program, a vote by camper delegates at a New England directors' meeting showed the campers 27-7 in favor of the Maine Guide program. The vote of campers for pioneering is significant, but it will require leaders with imagination, skills and techniques for this kind of training.

Fifth, by incorporating expeditions in your camp program. I have used the term expedition advisedly. It means more than a hike. It is a hike with a purpose. A mountain expedition is not a foot race, but may be for the purpose of observing alpine flora, collecting minerals or exploring an old mine. Other expeditions might be to a heron rookery, a cave, a trout hatchery, an old iron furnace, a fish weir, a quaking bog, a water fall, or an Indian camp site.

I have seen a back-to-nature trip break up a baseball game. It does take imagination. It does require leadership. It also calls for camp directors who have the vision and urge to take camping back to nature. But it can be done. And the results, in better camping for your campers, justify the effort.

Camp Insurance companies offer variety of plans for

Tuition Refund Protection

By Jay Lavenson, Jr.

Higham, Neilson, Whitridge and Reid, Inc.

THE MEMORY of last summer's polio epidemic throughout the nation is still vivid and disturbing to a large number of camp directors. Those whose camps were quarantined need not be reminded of days or weeks of acute anxiety, while others not directly affected were almost as worried over the possibility that their camps might suffer the same misfortune.

Polio has proved itself to be one of the most unpredictable of all diseases. Nothing is yet known to counteract its spread and strict quarantines are sometimes imposed. That is why the threat of this disease, above all others, has become particularly burdensome to camps. In the first place, they are morally obligated to do everything in their power to protect the children in their care. Secondly, the camp may suffer heavy financial losses if an epidemic, or fear of one, results in mass withdrawal of campers.

Fortunately, within recent years, the financial hazards of the problem have been solved for any camp director who wishes to avail himself of insurance protection. It has been interesting to hear prominent camp executives confess that their enjoyment of their camp work has been materially increased since they have availed themselves of Tuition Refund Insurance — the term usually applied to this form of protection.

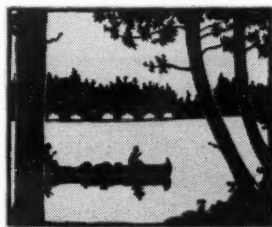
It is almost axiomatic to say that every successful business man protects his interests through adequate insurance. Successful camp directors are equally interested in similar protection for both private and organizational camps, and consider it a genuine boon to camping. Already, the availability of Tuition Refund (and other protective insurance services on a broad scale and at low cost) has made it a widely recognized factor in camp operation.

Those who have never had the mis-

fortune to be caught in a strong current of withdrawals due to an epidemic or fear of epidemic cannot fully appreciate the protection against serious — and in some cases ruinous — loss that can only be had through Tuition Refund Insurance. However, not many camp executives have gone through season after season without experiencing the slower, yet appreciable, drain of profits from individual withdrawals due to accidents or sickness. The refund principle is available in either case, and the steady growth of acceptance of this type of protection is the strongest possible testimony to its worth.

SEVERAL PLANS AVAILABLE

As with every commodity, it is possible for you to select from a number of Tuition Refund Plans offered by various insurance companies. Basically, the types of protection offered are similar, but considerable variation in the provisions of individual policies exists, and it is up to you to determine which company offers you a policy best suited



to your individual requirements. With this in mind, here are the various types of coverage now generally available:

1. *Tuition Refund for withdrawals during scheduled season.* This allows either 100% refund or other specified percentage of camping fees involved for withdrawal of campers due to sickness, accidents, epidemic and, under certain circumstances, fear of an existing epidemic in the vicinity or, as one policy

specifies, "within a 50 mile radius of your camp." Some policies stipulate a "waiting period" of a certain number of days. This may mean that the insurance company does not refund fees equivalent to those chargeable to the first seven days after a camper leaves. (It is wise for the camp director to inquire carefully into all special stipulations.)

2. *Tuition Refund due to failure of camp to open.* This provision is usually a part of a good basic policy, and protects the camp up to a specified amount when opening is delayed or prevented because of a quarantine occasioned by an epidemic or fear of an epidemic in the vicinity or, according to one company, "within a 50 mile radius of your camp."

3. *Reimbursement for post-season quarantine.* This provision specifies payments up to a stipulated amount of daily camp fees for all campers who remain because of a quarantine for a stated number of days (usually 30) after the scheduled closing of the camp.

4. *Tuition Refund for withdrawals due to epidemic only.* This policy allows up to 100% in camp fees refunded because of the existence of an epidemic in the camp or fear of an epidemic, again, in one instance, with 50 miles of the camp. It is only fair to say that there are more variations in the stipulations covering epidemic coverage than in the other forms of Tuition Refund Insurance. However, each camp director can usually, by comparing the provisions of various policies, select one satisfactory for his needs.

FLEXIBLE RATE STRUCTURE

Until recently most Tuition Refund premium rates were fixed — that is, a specified rate applied to a specified type of coverage — and this is still common practice. Last year, however, one insurer introduced what might best

be described as a flexible rate structure. This company reasoned that some camps with exceptionally good health and safety records — camps with excellent facilities to care for accident and sickness cases — should have the opportunity to choose lower rates (than the generally accepted standard) by assuming some of the risk. Such protection might be ample in connection with individual withdrawals and yet remove nearly 100% of the hazard in the event of mass withdrawals.

Under this plan, a camp director could choose one of four rates:

1. 3% of camp fees for broad basic coverage providing for 100% protection due to income losses from withdrawals during the camping season, plus excellent protection on failure-to-open and post-season coverage.

2. 2½% of camp fees for exactly the same basic protection, except the insurance company pays only after the camp has returned 1% of camp fees to its campers.

3. 2% of camp fees, in which case the insurance company pays only after the camp has returned 2% of camp fees to campers.

4. 1½% of camp fees, in which case the insurance company pays only after the camp has returned 3% of its camp fees. This is in the form of an initial loss which the camp assumes before the insurance company pays anything. The insurance company in turn has granted a lower premium rate.

Example: A camp pays 1½% premium on \$50,000 camp fees and assumes 3% of the loss. There are several withdrawals. Not until the camp itself has paid \$1,500 in losses (3% of \$50,000) would the company begin to pay. However, in the event of a catastrophe, the camp pays the first \$1,500 and the company pays \$48,500. With these deductible or initial-loss plans, no camp need go without *basic* epidemic protection and with reasonably good management practically every camp should be able to survive ordinary withdrawals not of epidemic proportions.

Every year, as experience on this comparatively new form of insurance accumulates, new features of interest and value to camp executives are being added. The flexible rate structure is one of these, and despite the fact that every camp director has a specific tuition refund problem, he can now find a good insurance buy which will remove the threat of loss from his camp operation.

Portion - Ready Meats Called

Key to Controlling Cost of Camp Food and Kitchen Labor

By Joseph N. McGinnis, Pfaelzer Bros., Inc

ESSENTIAL to profitable camp operation is close control of food costs, the largest single item in the camp budget. From the standpoint of meats, control of costs is especially important, for this constitutes the biggest single item on the food list.

No item takes greater skill in purchasing. As the meat goes, so goes the meal. And it's the quality of the meat served that brings the most "Ahs" from campers at mealtime. Better control of costs will enable the camp operator to serve better quality than ever before.

Constantly changing meat prices plus the many different qualities and cuts available require careful analysis. Purveyors have developed many items specifically for camp use.

How can meat purchases and meat costs be controlled? One method may be in discontinuing the old practice of carcass purchasing. For, although the price per pound may be lower by this method, the cost per serving may actually be higher than that of more modern methods.

Among disadvantages of the carcass method of meat buying which may be encountered by camp buyers are inconvenience of handling and storage, cost of butchering and storage, shrinkage losses, equalization difficulties, greater investment in meat purchases, menu-planning difficulties, and uncertainty of portion costs.

What are these newer methods? The latest thing in meat purveying and buying and a service more and more camps are turning to is that of *Portion Ready Meats*.

This type of meat buying is not in the experimental stage by any means. For several years back, camps by the hundreds have used these items, which may be procured fresh or frozen. And when

frozen merchandise is desired, the most modern quick-freeze techniques are employed, so that full retention of meat flavor, tenderness and nutritive values are realized. Portion-ready items can be bought in any quantity desired.

Here are some of the advantages cited:

First, there is precision portion-size control, by which each and every item is of the exact size desired. It takes a portion-cutting specialist to make cutlets, chops and steaks and do it right.

Second, there is precision cost control. One may determine — in fact, predetermine — his serving costs to the fraction of a penny with portion-ready meats.

Third, payroll control, by which labor costs can be cut and valuable time your chef might be diverting to meat cutting can be better used in preparing food more tastefully.

Fourth, inventory control can be perpetual and exact. Shrinkage losses and waste are controlled, for one may order in the exact quantities needed down to the exact number of servings. Spoilage can be avoided as can the other "hidden" costs that accompany excessive inventories.

Fifth, is quality control. Having to use different meat muscles for the same purposes doesn't get a uniformly favorable acceptance from campers, for some get more tender portions than others. It is always desirable to specify that item which is best for the purpose intended. And with portion-ready meats that is entirely possible.

Portion-ready meats give that extra measure of control which, with today's high meat costs and high labor costs, is so essential. Portion-ready meats can help you to improve still further the quality of your food service.

Are you getting full value from

Your Camp's Overnight Hikes

By R. T. De Witt

Associate Professor, Physical Education Dept., George Peabody College

OVERNIGHT HIKES are events, mediums, if you please, in which a tremendous amount of learning can take place, provided they are carried out properly. Here is a chance for children to have a part in the many facets involved in this matter of existence — food, shelter, etc. Here is a chance for them to learn to meet these needs, to get better acquainted with their fellow campers, to work hard and to have a whale of a good time doing it.

Inevitably mistakes will be made the first time, so additional hikes should be provided to give a chance to correct errors, with the idea of having a better time and more fun. Making the corrections gives evidence of learning.

There are several basic necessities to a worthwhile program of overnight camping. The first is counselors well-trained in the skills of camping out. Preferably, the overnight hike leader should be the counselor regularly assigned to the particular group, not a special person who is employed to do nothing but take out a different group each day. Some counselors may have these necessary skills prior to arriving at camp, but in all probability most counselors will benefit tremendously from a precamp session in which they learn, among other things, axmanship, fire building, meal planning, cooking, shelter building, first aid and the many other activities they may have to guide on overnight hikes. To assure their understanding of how these skills are related to out-of-door living, counselors may well plan and carry out a sleep-out among themselves during the pre-camp training period.

Operation of overnight hikes by the method to be suggested also requires that the camp have what we choose to call a commissary. This facility would stock cook-out foods and camp-out equipment. Equipment is usually best

housed in a special place, but foods could, if desired, be stocked in the same place and be a part of the regular dining-room provisions. The commissary should be in charge of an especially designated counselor. He would compile a list of available foods and their cost, do the same with equipment, and make both lists available to all groups. He would also put up from his stock orders for food and equipment as requested by groups going out.

METHOD OF OPERATION

To make completely clear how such a plan operates, let us follow a cabin group through an overnight hike from start to finish.

The campers meet with the counselor, look over the master list of food and pick out a group of foods they like. They then consider these foods further as to whether they can be prepared easily in the out-of-doors. Cost is considered to some extent but since campers know they do not really have to pay "over the counter" for the food

they don't worry too much about the monetary value. This, unfortunately, is a weak point of the scheme.

After menus have been decided upon and an estimate made concerning the amount to purchase, an order is made out on the blank provided for the purpose.

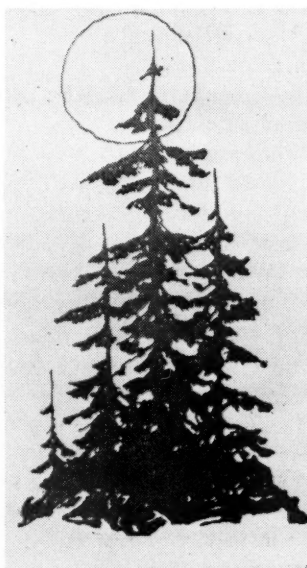
An analysis is made of the jobs necessary for setting up camp in order to live comfortably and what tools and other equipment will be needed. A similar order is made out for equipment. Each camper is assigned specific tasks to be performed during camp.

In planning for their first hike campers, and in many cases counselors, fail to realize the importance of good planning to comfortable, enjoyable living in camp. Meetings are frequently not held until almost immediately before time to turn in the order, and they are often too short to cover everything properly.

Duffle is eventually packed, supplies picked up and the hike made to the camp site. Upon arrival tents are pitched; firewood gathered; latrine, garbage pit and underground refrigerator dug; and beds prepared. Assuming the group has arrived at the camp site in late afternoon, the meal is cooked, eaten and utensils cleaned. Then campers sit around the fire until sleepy and retire for the night.

In most cases they are up with the dawn. Breakfast is cooked and after the meal is over camp is broken by putting the site back into as nearly as possible the same good condition it was in upon arrival. Duffle is repacked and the campers return to the base camp. Invariably and without exception, they say they have had a good time.

They have had a good time — there is seldom any question about that, even if they were rained upon. But — they made many mistakes in almost all the techniques involved in camping out. The group is now interested in changing



the menu for one reason or another—usually they want one easier to prepare. Duffle was poorly packed and came apart on the way, or was uncomfortably placed on the back. Tents could have been pitched better. There were more comfortable pieces of ground to live on than the ones they had chosen.

They found by trial and error that some campers were better in some activities than others — some were lazy, some were industrious, some were more capable than others, but, in almost all cases, each found the others to be different from the first evaluation they had placed on them. Not only because it was fun, but also because the campers want a chance to correct many of their mistakes, a second overnight camp is in order.

Instead of planning quickly and haphazardly for this trip, literally hours are spent in getting ready. They know what camping out is like now, and the consider every detail of work and each camper and which job he can do best. They are careful to see that work is equally divided so that everyone is responsible for some essential phase of the job. No "monkeyshines" attend this second adventure. Even though it is still fun, they know now that it is also serious business.

As a result the campers go off well packed, have a wonderful time and a splendid camp. When it is over they have had a real lesson in the value of thorough planning. They have had the satisfaction of knowing that it was "their" camp — not one arbitrarily handed to them in which they were "told" what to do. They had the experience of re-evaluating their friends, and amazingly enough, they are fully aware that this evaluation is going on. They have had a lesson in nutrition, in arithmetic, in economics and in human value, as well as in other realms of this business of living.

Needless to say, such a method of conducting overnight hikes is of more value than if the campers were just sent out to an already prepared spot for an overnight picnic. The writer assures that it is no more expensive. By training leaders in the skills involved in planning with children and in camping out, and by going to the slight bit of trouble necessary to set up a department to handle food lists, order blanks, and necessary supplies, such a program can be carried out.

Let's get more out of our overnight hikes!

President's Page

By Reynolds E. Carlson

ACA President

RECENTLY a comment was made to me to the effect that the varieties of types of camps represented in ACA and the different interests of its members made difficult a united approach to the problems of camping. At first thought this remark may seem to be true. Our members represent a wide variety of camping interests: private, organization, church, public, and special-purpose camps. Other members have an interest in camping because of work in allied professions but are not camp staff members themselves.

Camping is not fixed in any set mold, and diversity has always been a characteristic of the camping movement. Yet, coming from these varied fields of interest, we still hold in common several fundamental beliefs. It seems to me they are as follows:

1. We believe in the physical, mental, social and spiritual values of camping.
2. We believe that camping makes a unique contribution to the education of the child, one that no city-centered institution can make. This contribution is

the result of an almost ideal situation: the small, intimate counselor group living together with the friendly guidance of a good leader, participating in real "doing" experiences in the out-of-doors, with the sense of fun and adventure permeating the whole process.

3. We believe that every child should have the opportunity for outdoor experiences: the chance to hike through the woods, climb a mountain, paddle a canoe, build a fire, cook a meal over a campfire, use an axe, swim in a lake, and enjoy the beauty of sunset, forest, flower, and bird.

4. We believe that a much larger number of American youth than those to whom camping is now available could profit from the camp experience, and so that they may have that opportunity, we desire to extend camping.

5. We believe that no movement can continue to grow and render service unless it continually evaluates its practices and endeavors to improve them.

6. We believe that people from diverse backgrounds and experiences have much to learn from one another; that perhaps the greatest values in our association result from the very fact that we learn more from those whose experiences differ from ours than from those whose experiences are similar.

7. We believe that there is a place in the camping movement for private, organization, and public camps and that each type has its own function to perform. As each expands and improves its program, more campers will benefit from good camping.

The test of effectiveness of any organization is whether it makes progress towards its objectives. Will campers have a better experience this summer because of the ACA? Will counselors do a better job? Will directors find their administrative problems easier? Will parents have a better understanding of camps? Will a larger number of American youth get a good camp experience? If we can answer, "Yes," then the ACA is fulfilling its functions.

ACA Publications You Can Use

Camping Index Plan	
(new reduced price) ..	\$.025
ACA — What Is It?	Free
Public Relations	
for Camping	\$.050
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1950 Revision only	\$.010
Camp Standards Adopted	
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The Camp Director Trains	
His Own Staff	\$.050
Canoeing Standards and	
Graded Classifications ..	\$.050
Camping — What Is It? ..	\$.030
Day Camping Today ...	\$.020
Please send check or stamps,	
plus postage, to American Camp-	
ing Association, 343 S. Dearborn	
St., Chicago 4.	

Want higher nutritive value - lower cost?

Try DRY Milk

USE OF DRY or powdered milk as a method of adding to the nutrition value and/or reducing the cost of many menus has been claiming the attention of a growing number of camp directors. Persistent high costs of operation have been one reason for this. So too has been the conviction of most camp operators that serving a tasty, satisfying and nutritious food is essential. A third probable reason is that large-quantity use of dried milk during World War II resulted in development of new and improved methods for producing the product and introduced hundreds of thousands of GI's to the product. Bakeries, hospitals, restaurants and other mass feeding establishments have long used dry milk in quantity.

There are two basic types of dried milk: dry whole milk and non-fat dry milk solids. As is indicated by their names, the products are essentially whole milk from which, in one case moisture alone has been removed, and in the other case, moisture and fat have both been removed. Since typical liquid whole milk contains about 88% moisture and 3.5% fat, it is immediately evident that the dried product provides a highly concentrated source of the essential nutrients contained in liquid milk. Moreover, analysis of dry milk samples over a period of two years and from processing plants in all geographic areas of the U.S. shows that there is a remarkable uniformity of composition of the product, with particularly small variations on such important food nutrients as protein, lactose, phosphorous, calcium and the water-soluble vitamins.

Production estimates for 1949 indicate that slightly over one billion pounds were produced in that year, with nearly 90% being the non-fat type. While both types have been experimented with and used by camp directors with success, since the preponderance of production is the non-fat dry milk solid, the balance of this article will be devoted to that type.

Since dry milk is easy to ship, store and use, and at present costs only about

seven cents per quart when reconstituted into liquid form, it should prove ideal for use by more camps. One of the greatest problems of many institutional kitchens is that of providing attractive food with high nutritive value at low cost. Appetite appeal or food value could be readily supplied if there were no limitation on expenditure — and a fine record of cost saving could be made if it were possible to disregard nutrition and such important factors as variety, flavor and appearance.

The use of dry milk is said to solve both sides of this problem by making possible attractive foods at low cost with increased nutritive value. A 64-page booklet published by American Dry Milk Institute, 221 N. LaSalle St., Chicago, contains quantity recipes for use of dry milk in preparation of soups, white sauces, meats, fish, poultry, cereals, vegetables, salad dressing, quick breads, desserts, beverages, etc.

In addition to using dry milk in the camp kitchen, many camps have found an added advantage in sending it out with campers on trips. For this use, it is usually purchased in small-size containers which when mixed with water will produce a one-meal quantity of the liquid product. In kitchen use, dry milk may be used either in its normal form or may be reconstituted by adding the appropriate amount of water. When used dry, for example in baking, the dry milk may simply be sifted with the flour or other dry ingredients. If a liquefied product is desired, as for example in making white sauce, cocoa, chocolate drink or creamed soup, the appropriate amount of the powder and water are placed in a suitable container and agitated, either with a power mixer or with a wire whip or cream stirrer such as is used in dairies. An ordinary egg beater may be used in reconstituting smaller quantities.

Dry milk is available from a number of producers under a variety of trade names. Packaging, too, varies from a one-pound package which when reconstituted makes five quarts of liquid milk, to large, institutional size packages. Its combined advantages of low cost, ease of storing and handling, and high nutritive value should make dry milk well worth trying this summer in your camp.

CREAMED CARROTS & PEAS (100 Servings)

- 10 pounds carrots
- 2 No. 10 cans peas
- 5 ounces (1 $\frac{1}{4}$ cups) sifted flour
- 1 $\frac{3}{4}$ pounds non-fat dry milk
- 1 $\frac{1}{4}$ gallons liquids from carrots and peas
- $\frac{3}{4}$ pounds (1 $\frac{1}{2}$ cups) table fat
- 2 tablespoons salt

1. Cook whole carrots in boiling salted water (2 tablespoons salt per gallon of water) until tender. Drain. Save the liquid. Dice the carrots.
2. Drain the peas. Save the liquid.
3. Make white sauce: Blend flour and non-fat dry milk, sprinkle over the liquids, and beat until smooth. Add fat and salt. Cook over hot water until thick, stirring constantly.
4. Add vegetables. Reheat before serving.

SPANISH SWISS STEAK (50 servings, 5 ounces each)

- 18 pounds round steak cut $\frac{1}{2}$ inch thick
- 2 $\frac{1}{2}$ cups flour
- $\frac{1}{2}$ pound (2 cups) non-fat dry milk solids
- 1 tablespoon salt
- 1 teaspoon pepper
- 1 cup fat
- 2 $\frac{1}{2}$ quarts tomato juice
- 3 pounds carrots, sliced
- 2 pounds onions, sliced

1. Cut meat into servings.
2. Sift flour, non-fat milk solids, salt and pepper together several times to thoroughly mix for dredging and pounding into the servings of steak. Use all of it.
3. Melt fat. Brown floured meat on both sides being careful not to burn.
4. Put meat into roasters and pour tomato juice over it. Cook in covered pan 300° F. for 2 hours.
5. Half an hour before serving add sliced carrots and onions.

Counselor Evaluation

By Marjorie Leonard

University of North Carolina

NO MATTER how elaborate a program, a camp is only as good as its leadership. Camp directors spend much time and money canvassing sources for good camp counselors. Even then the margin of error is all too great because first impressions of poise, personal appearance, and, unfortunately, often the recommendations of those who should know, prove to be like the proverbial house that was built on sand.

There are several implications involved in this statement of fact. First, those concerned with the recommendations of counselors should be as honest as their knowledge of the student allows them to be. It is not enough that she is a "nice" girl or a "fine" boy. Camp directors are looking for an understanding maturity; a love of children and their problems; a counselor, who by every word and action indicates a willingness to be a model for each camper.

The second implication is that camp directors have a responsibility in following through on the work being done by the college teachers of camp leadership courses. The average college-age counselor has much to offer a camp program despite his inexperience in many of the techniques of group living, problem-solving methods and program-building ideas. Too, his education can be aided immeasurably by the camp director who finds time to counsel counselors.

Logically, it seems our interests lie in three main areas. First: the counselor's personal attributes — the qualities that make him interesting, dynamic and personal. Second: the counselor's professional contributions — the things that make him a valuable staff member in light of the total camp program. Third: the counselor's preparation for his specific responsibility — the ability to put across material and to evaluate results.

A follow-up sheet, therefore, by which each counselor may be measured and evaluated for the quality of work done, both professionally and on a personal

Counselor Evaluation Check List

Personal Attributes

Emotional Stability
Ethics
Integrity
Personal appearance
Sense of humor
Wisdom in matters of personal health

Preparation For Specific Job

Force in use of voice and manner
Knowledge of specific fields
Results of teaching

Professional Contributions

Ability to analyse individual needs of campers
Ability to fit into total camp program
Adjustment to staff and director
Industry
Initiative
Unselfish interest in growth of each camper
Willingness to go beyond specific responsibility

basis, should be an important contribution to a director's knowledge of his staff.

Such a record, based both on observation and conference with the counselor, can have little value, however, if it is merely filed away as another "job finished." They must be personalized and individualized to make them worth while. They should be used for the good of the individual involved as well as a reference for the camp.

The accompanying check-list can be prepared in the form of an evaluation sheet, and will be found helpful in

developing an overall rating of counselor effectiveness. It is recommended if possible that the information be discussed with the counselor. College-age counselors may find the evaluation important to them later for classroom use, and also for future references.

The use to the camp director can be even greater, as it can help in evaluating the type of leadership being offered. Such records should be carefully and thoroughly written, however, by someone with some experience in such evaluations, for such things hastily done can do far more harm than good.

Junior Audubon Clubs

Spark Nature Interest

Its natural setting is a camp's most precious possession. In this lies its beauty, its appeal to child and counselor. Herein, too, lies the source for a program of endless adventure and wonder.

One of the most important things any child can discover is that it is fun to explore the natural world around him — field, forest, pond, stream, marsh and shore — to see and learn for himself. The campsite itself is the equipment. Natural curiosity and an enthusiastic counselor to set the youngsters off on their adventures are all you need.

Perhaps it may seem to you, as the season begins and you shake out the tents and open up the cabins, that your camp grounds are deserted, but when

you stop to think about it — from the myriads of tiny specks of plankton milling about in the pond to the big deer in the forest — there are hordes of living creatures residing on your land. Think, too, of the plants, the soil and the water; their exploration can be a source of constant amazement and delight to every camper.

As a camp director or a counselor there is much you can do:

Have a nature shack to serve as a meeting place for expeditions into the natural world, a place for pets, to house a nature library. Place a nature shelf and bulletin board conspicuously beside your camphouse entrance where changing items of interest will continuously catch the eye and imagination of all your group. Form an Audubon Junior Club in your camp, sponsored by the National Audubon Society. The Society, which is located at 1000 Fifth Avenue, New York City 28, will be glad to send a folder giving full details.



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Camping Magazine, June, 1950

What's NEW

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Entertainment, arts, and crafts movies showings are described in the 59-page catalog available from International Film Bureau, Inc., 6 North Michigan Ave., Chicago 2. Typical films described include "How do Indians Build Canoes," "The River," "Let's All Sing Together," "Trappers and Traders" and also feature-length movies. Films suitable for training both camp personnel and campers are also described in the catalog. All films are 16mm; some are in color. They can be rented or bought. (B5)

"The Skylight," published by Ettl Studios, Inc., 213 West 58th St., New York 19, N. Y., is an informative pamphlet on sculpture, pottery work and ceramics. In addition to some general news on these crafts, complete information on supplies and equipment needed is included. (B6)

A new light-weight tent has been designed by Mor-San Sales, 10-21 50th Ave., Long Island City, N. Y. The tent is made of nylon and has a sewed in waterproofed floor made of a rugged tent fabric. It has two doors, one made of mosquito netting and another serving as a storm door. The tent is approximately 5 feet by 7 feet and weighs 7 pounds. (B7)

Waterfront equipment is described in a catalog of the American Playground De-

vice Co., Anderson, Ind. Of particular interest to camp directors are their water slides, diving boards, matting and life lines. (B8)

A self-cleaning shower head has been announced by the manufacturer, The Sloan Valve Co., 4300 West Lake St., Chicago 24. Called the Act-O-Matic, this shower head, it is claimed, will end the problem of clogged and dripping shower heads, and thus save costs in water and fuel. Camp directors can obtain a descriptive folder with additional information. (B9)

Isotox-lindane insecticides, claimed to be the best residual fly control yet developed for treating dairy barns and creameries is the subject of a new folder. It gives instructions on how these insecticides are to be used in any area, together with tables showing the proper amounts. Isotox-lindane is available in liquid and dust form, and literature can be obtained from the California Spray-Chemical Corp., Richmond, Calif. (B10)

"Arts and Crafts," the 1950 handbook catalog published by The Arts Cooperative Service, 340 Amsterdam Ave., New York 24, is now available. It covers a complete selection of materials, tools and supplies which will aid campers and counselors in carrying out worthwhile pro-

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jects. Described in the catalog are raw fibers for spinning, wool cards for carding, looms and weaving materials, material for lantern slides and numerous other things. Free to camp owners and directors, cost of the catalog to others is 25c. (B11)

Aluminum canteens and mess kits of a new, improved type are now being manufactured under the trade name Placo by Worcester Pressed Aluminum Corp., 13 Hope Ave., Worcester 3, Mass. Both canteens and mess kits are contained in removable felt covers and have duck carrying straps. (B12)

A new dishwasher, designated Model 1-AA, has been announced by The Jackson Dishwasher Co., 3703 E. 93rd St., Cleveland, Ohio. Featuring automatic operation, the machine is said to go through the complete cycle of washing, rinsing and sanitizing with only the press of a switch. The manufacturer claims the machine has a capacity of 1200 dishes, 2000 glasses or 5000 pieces of silverware per hour. Compactness in size and easy installation in drain or counter are other features claimed. (B13)

A packaged water system, called "Tri-Sure," has been originated by Paddock Engineering Co. of Texas, 3727 Atwell St., Dallas 9. This water-energized chlorinator is said to make water pure and safe at economical cost. The unit is said to be easily installed and easy to operate, and complete details with illustrations are available from the manufacturer. (B14)

Large versatile floats, formerly Army pontoons, are now available from Adolph Kiefer & Co., 765 W. Lexington St., Chicago 7. For camp use, they can be turned into a rugged swimming raft, floating boat dock, war canoe or wading pool. An interesting brochure showing examples of the utility of this equipment together with prices is available. (B15)

A compact aluminum bed for campers, similar to standard wooden cots, but weighing only eight pounds, is now available from the Duralite Co., Inc., 61 Morrell St., Brooklyn, N. Y. The manufacturers claim many superior features, including freedom from splitting and warpage, greater strength, smooth and easy assembly and good looks. (B16)

Playground equipment, manufactured by Game-time, Inc., Litchfield, Mich., is described and pictured in a new catalog. Of particular interest to camp directors is the manufacturer's line of slides, swings, see-saws and basketball goals. (B17)

Aluminum Canoes and accessories in a complete line are described in a new bulletin released by the Grumman Aircraft Engineering Corp., Bethpage, L. I., N. Y. It features every size canoe and gives details on the best uses for each type. (B19)

The new aluminum foil method of cooking is described and pictured in the booklet, "Outdoor Cooking with Reynolds Wrap," distributed by Reynolds Metal Co., Richmond 19, Va. Among the topics covered are how to prepare the food, the right type of fire to build, helpful hints for successful cooking, together with a selected group of recipes. Cost for the booklet is \$.10; order direct from Mr. J. C. Bjorkholm of the company.

"Camp-ilized" photo albums, with the name of your own camp in raised wood script letters, are described in a leaflet available from the manufacturer, The Party Line, 505 Fifth Ave., New York City 17. The albums are made of plywood, contain 50 pages, and have metal ornamentation. The manufacturer suggests they would make excellent prizes, or may be sold to campers, resulting in free advertising for the camp as well as cash profit for the camp owner. (B20)



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Polio Foundation Issues Leaflets to School Children

THIRTY MILLION illustrated leaflets, "A Message About Polio," have been issued by the National Foundation for Infantile Paralysis for distribution before and during the epidemic season. With the cooperation of educational authorities, schools throughout the nation were supplied enough copies for every child to take one home. The leaflet was designed to guide parents in time of epidemic and to allay their fears and uncertainties.

As information in these leaflets applies to the camp situation as well as to the home, the contents in part are reprinted here. Camp directors may secure supplies of the printed leaflet by writing the National Foundation for Infantile Paralysis, 120 Broadway, New York City 5.

If polio comes your way, here are some simple precautions which you can take in your own camp:

Keep the children with their own group, away from people they have not been with right along, especially in close daily living. Many people have polio infection without showing signs of sickness. Without knowing it they can pass the infection on to others.

Try not to get over-tired by work, hard play or travel. If the infection already exists in one's body, over-fatigue can bring on serious polio. Take extra care in observing rest periods therefore. See that the children "call a halt" to extra hard play before they become exhausted.

Keep from getting chilled. Don't bathe or swim too long in cold water. Take off wet clothes at once, as chilling can lessen the body's protection against polio. See that counselors carry out these precautions if polio is known to exist in the vicinity.

Keep clean. Wash hands carefully before eating and after using the toilet, and see that campers carry out this precaution. Counselors can be especially watchful here, as they are in closer contact with the smaller groups.

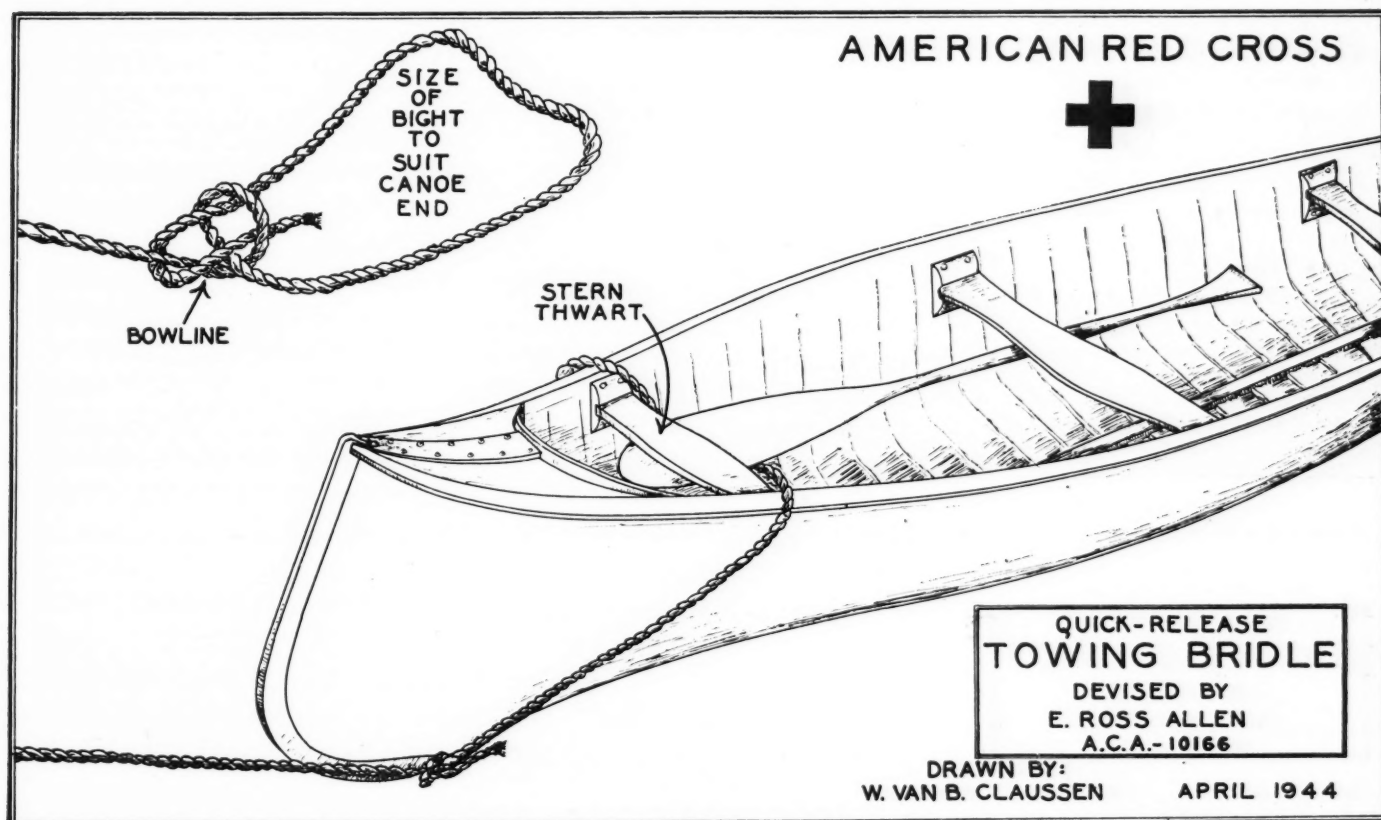
Watch for early signs of sickness. Polio starts in different ways — with headache, sore throat, upset stomach, sore muscles or fever. Persons coming down with polio may also feel nervous, cross or dizzy. They may have trouble in swallowing or breathing. Often there is a stiff neck and back. Caution cabin counselors to be especially watchful.

Act quickly if polio strikes — it may lessen crippling. Call your doctor at once. Until he comes, keep the patient quiet and in bed, away from others. Don't let the patient know you are worried. When the doctor arrives, follow his instructions.

The more you know about polio, the less you fear. More than half of all people who get the disease recover completely without any crippling. More facts are being discovered all the time, and better methods of treatment. Until a means of prevention can be found, be prepared.

Good Idea --

A Quick-Release Canoe Tow Line



News Notes

Camp Standards Implementation Well Under Way

Four steps have been authorized by ACA national conventions in the fields of Standards adoption and implementation, it is indicated in a recent statement by Hedley S. Dimock, chairman of the ACA National Committee on Standards Implementation. The actions taken are:

(1) Adoption of Standards in the areas of Personnel; Program; Camp Site, Facilities and Development; Administration; Health; Sanitation; and Safety. These standards apply to established camps for children 18 and under. They do not apply to day camps, church conferences or institutes, 4-H camps, family camps and adult camps.

(2) That beginning with the calendar year 1952 a camp shall submit information on its practices based on the ACA Standards, to be eligible for Camp membership in a Section of ACA.

(3) That we adopt in principle the proposal that, beginning with the calendar year 1954, a camp shall provide satisfactory evidence of compliance with the ACA Standards to be eligible for Camp membership in a Section of ACA.

(4) That in each Section a Committee on Standards be appointed to stimulate discussion of the Standards, and to give consideration to the implementation of the Standards prior to the 1952 convention.

Human Relations is New Name of ACA National Committee

National Committee on Human Relations is the new name which has been adopted by ACA for the group formerly known as the Intercultural Committee, headed by Chairman George Jonas.

Camp Religious Service Planning Aided by New Booklet

Aid in planning religious activities to suit requirements of campers of varying faiths is given in the pamphlet "Suggestions to Camp Directors," being distributed by The National Conference of Christians and Jews, 381 4th Ave., New York City 16. Up to 10 copies are free; additional quantities are 5c each. Specific suggestions are included for Catholic, Jewish and Protestant services.



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Do You CARE?

CARE has asked CAMPING MAGAZINE to call to the attention of its readers the continuing need for help to children and adults in Europe. It is suggested that CARE be included in camp programs for 1950, so that our children can share their plenty with needy children of other nations. Full information on packages, prices and other details can be obtained by writing to non-profit CARE, 20 Broad St., New York City 5, or any CARE office in the country.

Spring Publishing Schedule is Completed

Members of ACA and subscribers to CAMPING MAGAZINE are reminded that this, the June issue, is the last number to be published until after the 1950 camping season. The next issue is scheduled to be mailed on November 1.

Camping Magazine, June, 1950

Riding and Arts and Crafts Training Courses Set

Two new courses offering pre-camp training for camp leaders have been set for the latter part of June. The 23-year-old Teela-Wooket School of Equestrianism will be held at the Camp in Roxbury, Vt., from June 28 to July 4 inclusive. While there are no age limits to who may take the course, it is pointed out that ratings cannot be given to those under 19. The course is open not only to those who wish to become riding instructors, but also to beginners and experienced riders who do not wish to take the teachers course but wish to improve their skill and enjoy themselves at the same time.

All-inclusive fee for the course is \$47.50 for the week. Registration applications or requests for further information should be made to 18 Ordway Road, Wellesley Hills, Mass.

An Arts and Crafts leadership training course has been set for June 18 to 25, at Camp Kehonka, Wolfeboro, N. H., on Lake Winnepesaukee. The course is for men and women who have already acquired basic skills in one or more crafts. Opportunity will be presented to explore objectives and values of arts and crafts, discuss qualifications and methods of leadership, practice new techniques in a variety of crafts, and evaluate results of teaching.

The tuition fee of \$35.00 includes instruction and board. Registrations or requests for further information should be made directly to the camp.

CARE and UN Division Offer Films for Camp Showing

CARE's new film, "A Letter of Thanks," is available in both 16mm and 35mm, black-and-white, with sound. This film is loaned free of charge, postage prepaid. It can be had by writing CARE Films, 20 Broad Street, New York City 4, stating the date the film is desired.

A phase of the United Nations, never before shown on the screen, can now be seen in a three-reel film, "For all the World's Children." The film portrays the world-wide activities of the United

Nations International Children's Emergency Fund, including the distribution of supplies from one side of the world to eventual feeding operations in another.

Sequences show children carefully tended in modern hospitals and others at play for the first time in their lives.

The film is available for rental by camps and all inquiries should be addressed to the U. N. Children's Fund Committee, New York City 16.

Fund Raising for Blind Urged on Camps

Suggestion that camps might set aside

a day or a portion of a day for some special benefit activity such as a carnival, circus or auction, proceeds from which would be donated to help blind children and adults, has been received from American Foundation for the Blind, Inc., and its affiliate American Foundation for Overseas Blind. Camps participating in such a plan would be asked to indicate whether their money is to be used for domestic or overseas work. Further information may be secured by writing Mr. Peter C. Stone, financial secretary, American Foundation for the Blind, 15 West 16th Street, New York City 11.



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the month
of Roses and

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Good Ideas —

Authentic Indianlore Program

Among camps which have made fine use of Indian staff members is Camp Lenape, in Pennsylvania. Camp Lenape now has seven full- or part-Indian members on its staff; five of them are



shown in the accompanying picture. Left to right, Muskrat, a Penobscott; White Eagle, a Cherokee; Little Beaver and her Mother, Senecas; Standing Badger, a Quapaw; and Thunder Pony, a Cherokee. Not in picture are Deerfoot, a New York State Indian; and Pedro Martinez, a part-Indian who has served as the camp's riding counselor for a quarter century.

Explaining Camp Rules

A bugaboo facing camps which receive new campers several times during the summer is the problem of explaining rules and introducing counselors to new campers without boring veterans. Opal C. Jones, director of Lyman Lodge, Minneapolis YWCA camp, found a cure.

She chose a few remaining girls to initiate the newly arriving campers. Camp rules were portrayed by means of a humorous playlet; this dose of rules proved easy to swallow. The following weeks program involved a "bring 'em back alive" hunt. Counselors hid in places connected with their jobs, and were hunted by campers. Successful hunters had the honor of introducing their quarry and telling about her and her phase of the camp program. Counselors also said a few words, inobtrusively working in any rules connected with the activity. Impromptu skits formed another means of getting across necessary camp rules to a third group of new campers. Small slips of paper advised groups as to what idea their skit was to portray; many amusing take-offs on rules were developed but the campers got the idea — painlessly.

—CAROLYN SWARTZ

With the Sections

• **ALLEGHENY SECTION** (Western Pennsylvania and West Virginia) scheduled a camp conference and annual meeting at Mount Mercy College, Pittsburgh, on May 13. Dr. Donnal V. Smith, President of State Teachers College, Cortland, N. Y., was the principal speaker. Conference theme "Camping As Education For Living." There were 14 discussion groups, a water safety demonstration, movies and recordings of wild life, and numerous educational exhibits.

Three camp leadership courses are being sponsored by the Allegheny Section this year: (1) An in-town course on four Thursday evenings during May; (2) an in-camp week-end June 2-4, emphasizing out-door skills; (3) a camp water safety course, promoted by the American Red Cross, Pittsburgh Chapter, held for five evenings during the week of June 5, ending with a boating and canoeing week-end at Raccoon Creek State Park.

In connection with the Third Annual Pennsylvania Recreation Conference held at Pennsylvania State College, May 3-5, 1950, the three Pennsylvania Sections of the American Camping Association met to discuss state-wide camping concerns.

—HUGH W. RANSOM

• **ARIZONA SECTION** marked the 1950 Camp Week by, among other promotional plans, institution of its first annual Arizona Camping Conference. Held in Phoenix on April 29, the meeting featured a keynote address by George F. Miller, local Boy Scout executive and vice-president of ACA; sessions on Camping Trends and Problems, Camp Administration, Camp Site Development, Dividends Through Leadership, Creative Opportunities in Camping, and School Camping. Mr. Harvey Taylor, a school executive, was the luncheon speaker and talked on "Camping — a Life Experience." The meeting closed with a general session which featured summations of the various meetings already held.

• **CENTRAL NEW YORK SECTION's** annual camp conference, held in conjunction with the State Extension Service, and the Social Agencies of Rochester and Syracuse, was held on Todd River Campus, University of Rochester, April

11 and 12. One hundred and five were registered for the 2-day session.

Miss Abbie Graham of Cleveland was the keynote speaker and coordinator for the session. Discussion group meetings were held on Conservation in Camping, Day Camping, Older Campers and Trip Camping and Health and Safety. A panel discussion on Camp Administration, slides on using photography in camps and two general assemblies completed the program.

General chairman for the conference was Merle Cunningham of Sodus. The publicity committee did an excellent job in both the Rochester and Syracuse papers.

At the annual business meeting of the Section, J. A. Lennox, Ithaca, was re-elected president; Manuel Hirsch, Rochester, vice-president; Miss Alice Durrer, Buffalo, secretary; and Miss Shirley Hulton, Syracuse, treasurer.

Plans were made for the State Training Camp at Watkins Glen June 5-10, also for fall meetings of the association. Appointments of committee chairmen for the coming year were made by the president.

Everyone seemed to agree that this was perhaps the best spring conference we have ever had.

—MADELINE SANFORD

• **CHICAGO SECTION** scheduled its final big get-together meeting before the summer for April 15, with the general topic "Reports and Records and How we Use Them." The private camp group, under chairmanship of Miss Mary Farnham, heard brief discussions of six sub-topics, while agency camps, in a group chaired by Norman Cook, held a similar discussion of five topics.

The new Executive Committee of the Section held its first meeting on April 24th and, at the time of going to press, formation of committees for the next years work was under way.

• **LAKE ERIE SECTION** reports great success with its 1950 Camp Week endeavors. According to a note from Billie Feddery, program chairman, newspapers, department stores, banks and merchants in the area were most co-operative. Lake Erie also becomes the first Section to announce that it is already planning for a bigger and better than ever 1951 Camp Week.

• **MICHIGAN SECTION** reports several important and potentially far-reaching programs under way. One of these is the establishment of divisions of the

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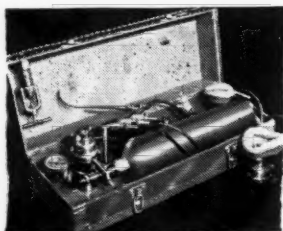
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Section, spotted geographically throughout the state so as to offer better opportunity to all to be associated with ACA. One recent group-meeting, in Grand Rapids, Mich., under chairmanship of Mrs. Ruth DeWindt, drew 50 people. Another group, in Toledo, is being set up by "Doc Miller."

Michigan also has under way an appraisal and accrediting plan which is scheduled to get under way this summer. Under the proposed plan, all camps desiring to be accredited would submit a self-appraisal form, be visited by an official appraiser appointed by the Section and have the appraisal accepted and confirmed by the Section's Executive Board. Accrediting would be for a five-year period, and would carry with it the privilege of using a special seal and numerous other benefits.

Michigan held its final meeting before the summer May 19-20 at the Howell Boy Scout Reservation. A full program of general sessions, workshops, group activities, and other meetings was presented to directors and staff members.

• NEW JERSEY SECTION'S April meeting was devoted to the topic "Top-Notch Tripping Techniques," with two speakers presenting, respectively, the subject as it applies to girls camps and to boys camps. Janet Carpenter spoke for the girls; Joseph Sobel for boys. The Section's final meeting before the camp season was held May 20-21 at Camp Nokomis, which is operated by Miss Irene Casey, Section treasurer. There was presented a fine program drafted by Chairman Dorothy Stivers and her Section Program Committee.

• NEW YORK SECTION devoted its April 26 meeting to consideration of the topic "Program at Camp — How it Affects the Happiness and Development of the Camper." The principal speaker was Mr. Lawrence K. Frank, director of Caroline Zachary Institute and a leader in numerous other organizations.

• PENNSYLVANIA SECTION, in cooperation with observance of Schoolmen's Week, sponsored a program April 20 at University of Pennsylvania on the subject "Extending Education through Camping." Section President Jack Neulight acted as chairman, and presented as the principal speaker Lloyd B. Sharp. Following Mr. Sharp's address, three short, pointed summations of various

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parts of the topic were made by Morris B. Ginsburg, principal of Stoddard Fleisher Junior High School; Thomas G. Cairns, associate executive director of the Big Brothers Assn.; and Mary W. Conklin, assistant professor of education at Beaver College.

Pennsylvania also planned a season wind-up dinner meeting for all its members on May 16 at a Philadelphia hotel. Principal speaker scheduled for this meeting was Lewis B. Reimann, executive Director of the Michigan Section of ACA, and a frequent contributor to CAMPING MAGAZINE.

• **ST. LOUIS SECTION**, now that it has so admirably discharged its responsibility as host to the 1950 ACA national convention, has turned its abilities and enthusiasm toward planning of bigger and better Section meetings. First planned for after the current camp season will be held October 15 at Camp Wyman, Eureka, Mo. Among other meetings now being planned for the fall and winter are workshops, specialist speakers, curbstone sessions, singing, group discussions, square dancing and practical participation.

• **SOUTHEASTERN SECTION**, through its Palmetto Council, conducted a panel on the topic "The Value of Good Camping to the School Child," at the annual meeting of the South Carolina Parent-Teachers Association, held April 12-13 at Columbia, S. C.

The panel was lead by Miss Marguerite Tolbert, president, with the following participants: Mr. G. J. Bristow, principal, Wardlaw Junior High School; Miss Margaret Stanion, recreation consultant, State Board of Health; Mr. Roscoe Stevens, Scout executive, Central South Carolina Council; Mrs. Ker-shaw Walsh, parent; Mr. O. Romaine Smith, district 4-H Club Agent.

Questions from the group centered around school camping and noted real interest in getting down to grass roots as to how it could be started in a given community. About 80 persons were present.

• **SOUTHWEST SECTION** held its spring conference April 23-25 at YWCA Camp Idlewilde, Comfort, Texas, with about 50 camps represented by almost 100 people from all over the state.

Highlighting the theme of the conference, "A New Era Dawning?" was the speech by Dr. L. D. Haskew, head of the Dept. of Education of the Uni-

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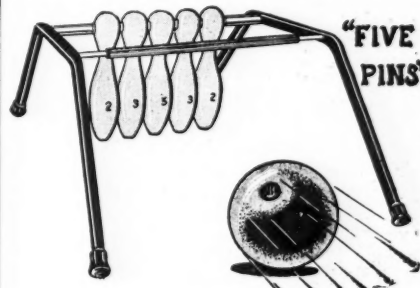
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versity of Texas. He told the group, "Camping experience under good leadership will teach a child more about democratic principles than all the civic text books in school. Let's work on the growth of personality in social progress through group dynamics and American youth will come through with flying colors."

Dr. George Donaldson, Director of the unique camp of the Tyler Public Schools, brought up in his speech on school camps the question of reactivating the Civilian Conservation Corps, as proposed in new congressional legislation. He asked all camp personnel and others interested to see that "if such a job is needed, it be done on a state or local level so we may cope more adequately with the so-called 'lost generation'."

The Rev. Grant Folmsbee, associate rector of Christ Episcopal Church, Dallas, speaking on Church camping, deplored the backward programs of many church camps. "Let's not move the church into the camp, but let camping experience be a Christian democratic experience," he said.

Gerald A. Burns, Executive Secretary of ACA, spoke of the blending of education and recreation under camping experience.

Other highlights of the Conference were the field trips to nearby camps, an all-conference barbecue, and exhibition square and folk dancing.

New officers elected for the Southwest section are Mrs. B. H. English, of the National Research Committee, president; the Rev. Curtis Junker, Episcopal Chaplain at S.M.U., first vice-president; Miss Alyce Nelson, Dallas Girl Scout executive, second vice-president; Miss Marion Hardy, Girl Scout executive of Ft. Worth, secretary; and William Bacon of Dallas YMCA, treasurer.

Plans are being formulated for a Regional conference covering camp personnel of Texas and Oklahoma to be held probably in Dallas late in February, 1951.

• **WISCONSIN SECTION** planned its second annual Paul Bunyan Round-Up for May 26-28, at Northern Baptist Assembly Camp, Green Lake, Wis. An interesting and varied program was presented. It included opportunities to learn about practically every phase of camp operation and program, as well as numerous fun sessions, singing sessions and cookouts.

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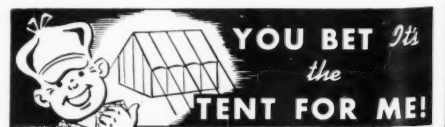
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Books

YOUR OWN BOOK OF CAMPCRAFT, by Catherine T. Hammett. Published by Pocket Books, Jr., 488 Madison Ave., New York City 22. No. J-46, \$0.25. Available from Scholastic Book Service, 7 E. 12th St., New York City 3, or at any Pocket Book rack. Reviewed by Emily Welch, Chairman ACA National Publications Committee.

This is a delightful book in which the know-how of camping is presented in such a manner as to be completely understandable by the teen agers for whom the book has been written. Miss Hammett's style is simple, breezy, often amusing. Teen agers are sure to enjoy reading the book, as well as using the ideas it contains.

The author has covered the many phases of the subject in lucid detail and the numerous thumb-nail sketches greatly enhance the understanding of the text. Camp directors should encourage its sale during the camp season, for it will mean a lot of fun and adventure for all boys and girls who come to know it. Special prices are available to camps which wish to buy in quantity, either for distribution to campers or for selling through the camp trading post or store.

Miss Hammett herself is of course well known to most ACA members, and many other camping people throughout the country. She has served in Sectional and National committee posts in the Association, and is currently National Secretary. Similarly, she was for many years active in Girl Scout camping on the national level. At present, she operates Derrybrook, a training center for outdoor living, at South Londonderry, Vt.

THE ART OF LIVING OUT OF DOORS IN MAINE, Published by the Maine Camp Director's Assn., 1950. 118 pages., \$1.50. Available from Maine Development Commission, Augusta, Me. Reviewed by Emily Welch.

This book and *Your Own Book of Campcraft* complement each other, in that this one gives to camp directors and counselors a guided campcraft program which leads up to teen-age ability to take Miss Hammett's book and go camping on one's own — the goal of every good campcraft program.

In *The Art of Living Out of Doors*

in Maine, four progressive units of camping for campers from eight or nine to fourteen years are outlined; there is also a fifth unit on the Junior Maine Guide program itself. Included is a detailed account of this program, which covers all phases of camping and is as valuable in any other state as it is in Maine. Leaders will find it of inestimable help in starting a campcraft program, as well as in checking up on programs already under way.

THE SCOUT FIELD BOOK, Published by Boy Scouts of America, 2 Park Ave., New York City. 1948, \$1.00. Reviewed by Stanley W. Stocker, graduate assistant to the Director of Recreation and Camping, Springfield (Mass.) College.

It has been often said that one picture is worth a thousand words. *THE SCOUT FIELD BOOK*, with its more than 1,000 pictures, is certainly a personification of this adage. The clear and well-planned illustrations, which accompany nearly every major idea mentioned, result in a book that is well worth many times its purchase price. One need have no fear that the material will be applicable only to Scouting since a very small number of the pages actually deal with the Scouting program as such. The three major sections of the book cover hiking, camp crafts, and nature lore, which are areas that are certainly applicable to the majority of camping situations.

The wealth of material included is well illustrated by a random listing of some of the chapter headings: Maps and Mapping, Signs and Signals, Your Camp Outfit, Axe and Knife, Fun in the Water, Stunts in Camp, When Emergencies Strike, Camp Cookery, Knots and Pioneering, and Let's Go Fishing.

This is the type of publication from which every program director, as well as specialty counselors, can obtain ideas and it is without a doubt one of the outstanding camping publications in its price field that is available today.

ELEMENTARY HAND CRAFT PROJECTS, by D. C. Blide, Pitman Publishing Company, New York City, Third Edition. \$1.75. Reviewed by Mary Weckwerth, Program Director, Camp Wilder.

This book is an introduction to various crafts. The chapter on Working with Wood is probably the most elementary. The projects described and patterns given in this section of the

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book could be inexpensively made with a minimum of skill and very few tools.

The furniture weaving, cement molding, linoleum-block printing, leathercraft, plastic, and metal-craft chapters are presented very briefly. Projects under these headings are simple to make, but require a variety of tools.

The author did not intend to fully cover each of these craft interests, but rather tried to inspire further interest in them.

LEATHERCRAFT TECHNIQUES AND DESIGNS, by John W. Dean, Published by McKnight & McKnight Publishing Co., 1950. 251 pages, \$5.00. Reviewed by Mary Weckwerth, Program Director, Camp Wilder.

This book was written with the hospitalized veteran in view. The author has made many helpful suggestions for these men who might want to select projects which could be made for profit. Suggestions for speeding up work for mass production are given. Students and teachers of leathercraft will find the book valuable in furthering their interests and skills beyond the point of beginner.

A chapter on the selection of tools is very good. Suggestions for making nail-head stamping tools and others are given.

Many processes of handling leather are given. Among them tooling, stamping, coloring or dyeing, and sewing. An excellent variety of lacings are included. A fine chapter on design and many patterns completes this book. The author's keen insight of techniques and design in leather makes this an unusual contribution and a welcomed addition to the publications in the field of crafts.

107 LEATHERCRAFT DESIGNS, by John W. Dean. Published by McKnight & McKnight Publishing Co., 1950, \$2.00. Reviewed by Mary Weckwerth, Program Director, Camp Wilder.

A rather complete soft-covered booklet of designs for a variety of projects, all scaled to actual size. The booklet is stapled together, making it easy to review and select designs for use. This collection of leathercraft designs is a helpful aid to the craftsman.

CAMPING MERIT BADGE, Published by Boy Scouts of America, 2 Park Ave., New York City. 1946. \$.25. Reviewed By Stanley W. Stocker, graduate as-

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The material was prepared by Ted Pettit who is well known in Scouting as an accomplished expert in the camping field. The benefit of his practical suggestions, when combined with the realistic drawings of Frank Rigney, result in an excellent resource booklet for basic campcraft information that every camp counselor should have at his grasp.

FIELD BOOK OF NATURE ACTIVITIES, by William Hillcourt, illustrated by Francis J. Rigney. Published by G. P. Putnam's Sons, New York City, 1950. 320 pages, \$3.95.

Commenting on the "Field Book of Nature Activities," Arthur A. Schuck, Chief Scout Executive of the Boy Scouts of America has said:

"I welcome the 'Field Book of Nature Activities' as a valuable addition to the literature of the out-of-doors. You who are already familiar with William Hillcourt's books on Scouting and Scout leadership know, as I do, that he has a unique ability to make his suggestions come alive to boys as well as adults. His latest book again demonstrates this skill.

"The book is crammed full of projects and ideas and information that will provide endless program material for indoors and out. The book suggests a great many things that individuals can do alone in the field and at home — ranging from bird trips and plant collecting, to nature photography and sketching. It contains a large number of projects for groups for outdoor nature work. It will prove of great value in the hands of camp directors and counselors, in their efforts to establish a nature interest in camp, build nature trails, plan the camp museum, make a natural history survey of the grounds, and many other features.

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MANUAL OF LIFE SAVING AND WATER SAFETY INSTRUCTION, by Charles E. Silva. Published by Association Press, New York City, 1950. 175 pages, \$4.50. Reviewed by Robert Nelson, Jr., Aquatic Director, Baltimore (Md.) YMCA.

Here is the answer to the YMCA aquatic man's prayer — an authoritative textbook and source book which contains all the details of the "Y" program in life saving and water safety instruction. Written by "Red" Silva who has had intimate contact with and knowledge of the YMCA aquatic program from its origin at Springfield College, the book contains in its 175 pages and 12 chapters a wealth of detail and information that will be an invaluable guide to all who are conducting courses in life saving and water safety. This is the sixth volume of the YMCA series on aquatic literature. It has over 200 excellent photographs that will help many who have difficulty in demonstrating in the water.

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THE TEACHING AND COACHING OF SWIMMING, DIVING, AND WATER SPORTS, by Ferd John Lipovetz. Published by Burgess Publishing Company, Minneapolis, Minn. 1949 (Revised). Reviewed by Donald F. Bridgeman, Instructor in Camping, Springfield (Mass.) College.

THE TEACHING AND COACHING OF SWIMMING, DIVING, AND WATER SPORTS is a modest title for the interesting, technical text written by Mr. Lipovetz.

Swimming and diving teaching techniques advocated in the text are based upon physiological facts and experiments conducted by the author. A section of the book entitled "Teaching Swimming and Swimming Strokes" provides an excellent teaching progression for all primary swimming skills. The lengthy drills and conditioning charts reveal that the book was primarily designed to meet the needs of the high school and college swimming coach. A

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final section of the book dealing with games provides ample justification for placing this material on the camp counselor's library shelf.

OUR EASTERN PLAYGROUNDS, by *Anthony Merrill*. Published by *Whittlesey House, New York City*, 1950. Reviewed by *Gerry Harrison*, Graduate Student, Springfield (Mass.) College.

OUR EASTERN PLAYGROUNDS represents an effort to meet a need which has been long existent; namely, "a guide to the National and State Parks and Forests of our Eastern seaboard." Mr. Merrill is to be commended for recognizing this need. However, the guide covers little more than what can be obtained in pamphlet form from the various states, although it is realized that many people are not aware that this information is available upon request.

The accumulation of this information in one volume will surely save time and expedite vacation planning. It will also present new horizons to the vacationist, who generally has a very limited acquaintance with our public parks. But to be of maximum value, a book of this nature should include additional information; little known facts about the parks and forests. The author has done this to a limited degree, but there remains room for much improvement in this direction.

While the book, as is, has its faults, it is a step in the right direction. Until another guide or a revised edition appears, this volume will be of variable value to the vacationing public.

BOOKS RECEIVED

SQUASH RACKETS, by *J. T. Hankinson*. Published by *The Macmillan Co., New York City*, 1950. \$2.25.

THE BOOK OF FASCINATING FACTS, by *Jeff E. Thompson*. Published by *Hart Publishing Co., New York City*, 1950. 96 pages, \$1.25

BIG-TIME BASEBALL, by *Harold H. Hart*. Published by *Hart Publishing Co., New York City*, 1950. 192 pages, deluxe edition, \$2.95; paper-covered edition, \$1.00.

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